



A.K.A

ALSO KNOWN AS

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EDUCATIONAL DOSSIER

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SYNOPSIS

Paul

15 years. Fine... 16. It finished... with 20-22.

He speaks a mix of northern and southern English. As he can, as he wants.

Adopted when he was 3-4 years old.

Middle-class family.

He is on Tinder. And...

Meets Claudia. MAGIC!

He falls in love with Claudia.

Middle-upper class girl.

All goes well

First night they will have sex, ... they will make love.

There is so much love.

The cousin appears at the place.

Coitus interruptus

Clàudia no longer answers the calls.

The Police knock the door. Goes on trial. Why?

He is *Muzzie!*.

Or at least, he looks like one.

Well ... actually, because Claudia was younger.

But in fact because he is *Muzzie!*

He is not from here.

Everything goes to shit.

A.K.A. (Also Known As) tells us about a specific period in the adolescence of Paul which we are going to be part of (we are not going to be only audience but judges too)

From a moment in which, through no fault of his own, his foundations, his roots, his identity tremble.

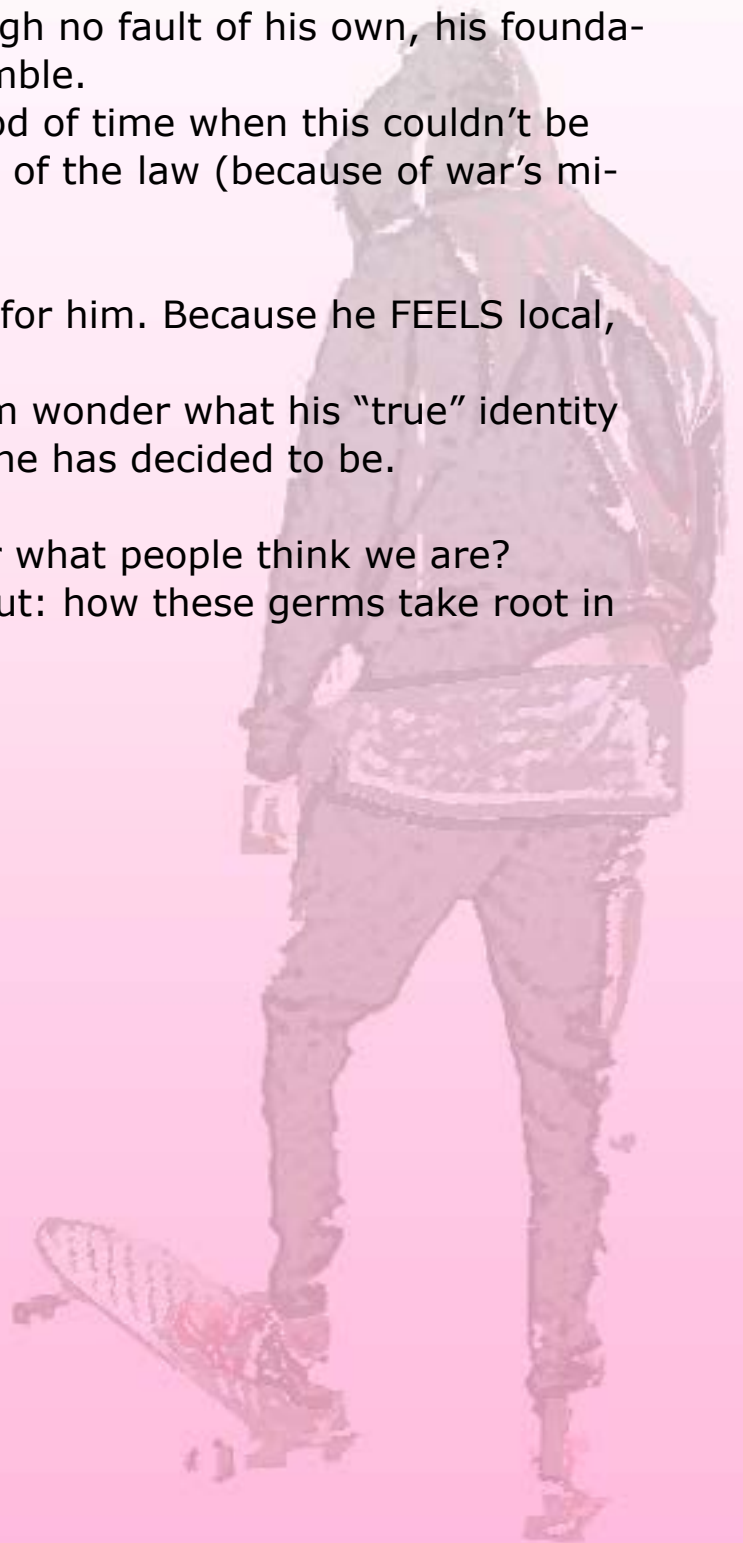
Paul was adopted during a period of time when this couldn't be done fully within the framework of the law (because of war's migrations)

To be adopted is not a problem for him. Because he FEELS local, he IS local.

But the eyes of others make him wonder what his "true" identity is; Maybe he is not totally who he has decided to be.

Are we what we feel we are? Or what people think we are?

This is what A.K.A revolves about: how these germs take root in the life of Paul.



MAIN ISSUES RAISED

1. IDENTITY

- a. **SEARCHING:** The searching process for identity during adolescence.
- b. **BUILDING:** How the origin, the family origin, the costumes, the place of residence, the root culture versus acquired culture, condition on the identity that you build.
- c. **BELONGING:** the necessity to belong to an urban tribe as a refuge
- d. **COMPLEX SITUATIONS:** The contradictions (own or imposed) that can be felt by someone adopted/ immigrant/ of an ethnicity, religion, sexuality different from the majority.

2. SEX BETWEEN TEENAGERS

- a. **LEGALITY:** knowledge of the laws. What is legal and what is not!?
- b. **COHERENCE:** Does legality represent the real start of current sex life?

3. SOCIAL INFLUENCE (in one's personality and in the eyes of others)

- a. **INFLUENCE:** How does the way other people perceive us affect our personality?
- b. **PERSONALITY:** Do nicknames, teasing, what others think of us, condition our personality?
- c. **SOCIAL STIGMA:** Will nicknames, teasing and what others think of us, conditions the way other people/society will see us?

4. THE JUSTICE

- a. **LEGAL vs. FAIR:** Unfair/unjust versus the legality.
- b. **SILENCE:** The social generalized silence in front of an injustice.
- c. **SOCIAL SUPPORT:** The support and defense in front of injustices others may be going through
 - i. Friends
 - ii. Acquaintances
 - iii. The family.

OTHER ISSUES RAISED

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- **BULLYING:**

How bullying them, can end up leaving this person alone or feeling alone.

- **ADOPTION:**

The crisis of identity that adopted children, may suffer because of value judgments that society, the environment, and in the case of this play, an incriminating legal process put them through

- **PREJUDICES**

Immediate assumption of external labels imposed on other people or groups.

Instability and destruction of self-confidence, due to social prejudice and the rethinking of personal identity as a consequence

- **ISLAMOPHOBIA:**

The established social islamophobia in our society

- **IMMIGRATION (2nd generation):**

The stress inflicted on second and third generations by the fact of still being regarded as aliens or "newcomers".

How in the eyes of society, people who feel locals, are excluded

How does the exclusionary language label affect them?

("Outsiders", "newcomers", "Moorish", "Chinese", "Black", "Muzzie", etc.)

How those who are different are excluded or left aside by society

How does a black or eastern Catalan feel.

- **ENVIRONMENT:**

The importance of having close relationships (friends, family, school) for proper social integration and personal development.

- **PHYSICAL ASPECT:**

How physical appearance conditions our social relationships

How we are cataloged by society according to it.

How this issue affects teenagers in particular.

- **JUSTICE/SOCIAL PRESSURE:**

How social pressure and labels affect on the neutrality of the legal system?

Is the presumption of innocence fulfilled?

“Scapegoat” concept

- **SENSE OF BELONGING:**

How social groups / urban tribes are useful as a nucleus to create and claim our own personality.

How the assimilation and demonstration inside and outside these groups, affect individual behaviors to hide fears, problems, conflicts.

- **SOCIAL LABELS:**

How belonging to a group creates prejudices about the individual.

How minority groups are more vulnerable to negative value judgments because of ignorance/fear/resentment, by majority groups.

- **MAJORITIES:**

Discrimination against the different/the minority, as a need to belong to a majority.

How this situation goes against to most authentic personal desires.

- **THE DIFFERENT:**

How this concept could cause us rejection or fear?

- **ARGUMENT VS. FACTS:**

Post-truth era; “fake news”; gossip.

How rumors and unreal stories can seem more compelling than the facts themselves.

How powerful words are.

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PROPOSED ACTIVITIES FOR THE STUDENTS BEFORE SEEING THE PLAY

1. NEWS SEARCH:

- a. Bring current news related to the different topics raised in class (first section).
- b. Tell the story in your own words. Analyze and discuss it in a group.
- c. As a group: Read the story and explain your point of view. Can you spot any word or sentence expressing bias or prejudice from the writer?
- d. Discuss with all the class the differences between the facts and the constraints of this article.
- e. OBJECTIVE: To realize how everyday situations and language affect our thinking.

2. TRUE OR FALSE

- a. Ask to the group to give 10 statements about social prejudice (or of the issued raised). For example, "All Arabs are Muslims" "Those from abroad receive more aids/scholarships, etc. than local people"
- b. Discuss if they are TRUE or FALSE
- c. Demystify these prejudices by group
- d. OBJECTIVE: Breaking phrases and sayings, so as to realize that daily language creates myths and preconceptions/ misconceptions about minorities and social group

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PROPOSED ACTIVITIES FOR THE STUDENTS AFTER SEEING THE PLAY

1. FIND THE ISSUES RAISED IN THE PLAY.

- a. Which are the issues the play addresses?
- b. Make opinion groups to work on different topics in class.

2. FIRST DEBATES (With the same groups from point 1.)

- a. What do you think about the issues addressed in the play? (For example, how to face injustice, the attitude of his friends, the silence of Claudia, the judgment, etc.)
- b. Explain, in the classroom, the divergences that arise within the group on the topic discussed and the conclusions you have reached.

3. ADDITIONAL DEBATES (topics derived from the play) and thread questions to carry out the opinion table.

a. INTEGRATION

- i. How is the integration of other cultures or social groups in your town/city treated?
- ii. Could it be done better? How?
- iii. Do you know of any cases of discrimination?
- iv. Have you ever said something against this social group? Can you give some arguments to defend it? Do you still agree?

b. FRIENDS / SUPPORT

- i. Have you ever felt not supported by your friends with a problem?
- ii. Have you ever felt afraid or ashamed to ask for help?
- iii. When you have a problem, who is the person you go to ask for help?
- iv. How would you define what a friend is for you? Is the one that is with you always, "through thick and thin"? Or is it someone you share some moments with?

c. EDUCATION AS AN INTEGRATING TOOL

- i. Do you think education can help with integration processes?
- ii. Do you think that the education system does integrative work? How would you improve it?
- iii. Do you see differences between your prejudices and those of your parents/grandparents? Do you think it is because of education or other reasons?

d. THE COLLECTIVE & FAMILY PREJUDICES

- i. Have you been feared or warned about an ethnic/social/religious group?
- ii. Is there any specific saying about any ethnic/social/religious group in your town?
- iii. What do you think you can do to undo these prejudices in your people? What do you do now?

e. THE LANGUAGE AND THE USE OF LANGUAGE

- i. Do you think that language is an integrative tool? Or an excluding one?
- ii. What differences do you see between the first and second generations of immigrants? Does the language have any significance in these differences?
- iii. Do you know aspects of language that are generated by prejudice? (For example: "muzzie" "illegal"). Make a list and analyze them.

f. PERSONAL / SEXUAL / LOVE RELATIONSHIPS

- i. Do you discuss these issues with your family or is it a taboo? And with your friends? In what way with each other.
- ii. If you had a problem like Paul, to who would you talk with?

g. SOCIAL NETWORKS & ONLINE RELATIONSHIPS

- i. What do you use them for? Do you flirt through social media? How? Which APPs?
- ii. Do you feel self consciousness about the fact of showing yourself in real life on the first date?
- iii. Do you hide something when you speak on the networks? Do you always tell the truth?

FOR THE TEACHERS:

Basic document for working A.K.A at a competent level in the classroom, in the second cycle of ESO and BACHELOR.

AREAS AND SKILLS :

We can work competencies of these areas: SOCIAL, LANGUAGE, CULTURE, VALUES, and TUTORING.

As for the SOCIAL AREA students will be able to work

- The cultural and artistic dimension , in competencies such as:
 - o Giving value to the expressions of one's own culture
 - o Encouraging the construction of one's personality through the manifestations of one's own culture.

- The citizen dimension, in competencies such as:
 - o Form their own judgment and critical thinking in the face of social problems.
 - o To be active in the defense of Human Rights, of justice, freedom and equality between genders and backgrounds.

As for the LINGUISTIC AREA, students will be able to work:

- Reading comprehension, in competencies such as:
 - o Learn to discern the veracity of the information received.
 - o Be informed and value the contents received from both academic and everyday life texts.

- Oral communication, in competencies such as:
 - o Being able to generate oral texts that meet the rules of coherence, cohesion and linguistic correction.
 - o Knowing and exercising the foundations of oral communication, such as how to start, maintain and end a conversation or a speech.
 - o Being assertive in the exercise of oral communication.

- The attitude's skills dimension, in competencies such as
 - o Practicing listening and dialogue with the other in a respectful and thoughtful way.
 - o Respecting and giving value to the linguistic diversity of the surrounding environment.

- The mixed uses of the language, in competencies such as:
 - o Acquire and incorporate new linguistic uses.
 - o Acquire and incorporate different slang words, dialect and pronunciation skills
 - o Practice and acquire the differences between the written language and oral language

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As for the CULTURE AREA AND VALUES the following will be able to work:

- The personal dimension, in competencies such as:
 - o to assume ethical attitudes mentioned in the Universal Declaration of Human Rights
 - o to become aware of and overcome their own prejudice
- The interpersonal dimension to, in competencies like:
 - o Show respect for other people, cultures, customs, opinions and beliefs
 - o Dialogue with the other to find points of understanding and to promote a culture of peace.
- The socio-cultural dimension, in competencies such as:
 - o Being aware of the social, cultural, political environment, ethically, both individually and collectively.
 - o Know and value all the cultures of the world

About the DIGITAL AREA (transversal) will be able to work:

- The dimension of information processing and organization of work and learning environments, in competencies such as:
 - o Search and select the right information
- The dimension of interpersonal communication and collaboration, in competencies such as:
 - o Participate in virtual communication environments
 - o Use learning tools or social media to work in groups.
- The dimension of citizenship, habits, civility and digital identity, in competencies such as:
 - o Encourage personal development and citizenship using current digital resources.

As for the SOCIAL AND PERSONAL AREA (transversal) will be able to work:

- The personal dimension in the transversal competencies that will allow the student:
 - o Acquire the necessary awareness, skills, strategies and procedures.
 - o Acquire awareness of one's own intellectual, emotional and physical capacities.
 - o Develop and activate personal attitudes and values such as:
 - responsibility,
 - perseverance,
 - self-knowledge,
 - the construction of self-esteem, for:
 - continue learning effectively and autonomously,
 - learn from one's own and other people's mistakes,
 - reduce the needs of immediate satisfaction
 - learn to decide by doing a real risk calculation

Regarding gender it will allow the student to reflect on the incidence of the latter in the construction of their personality.

By acquiring these personal skills, the student will be able to develop positive, active and entrepreneurial attitudes in all areas of his life. These, could lead them to have a social commitment, to develop their own creative abilities, to promote personal and collaborative projects that help them build personal life models, social and professional satisfactory.

The result of all these competencies will likely contribute to the **construction of the student's personal, social and citizen identity**, fostering sense of belonging in the society/community and boosting its improvement.

About Tutoring:

Objectives before attending the performance:

- a. Find information on the topics of the work mentioned above.
- b. Promote debate on the same topics, adolescence, relationships and identity basically.
- c. Address prejudice and discuss the importance of everyday language to other social groups.

Possible activities:

- 1- Find news on any of these topics and discuss in small groups :
 - o Adolescence and self-identity. Different origins and culture
 - o Urban tribes
 - o Family relationships and relationships with friends
 - o Sexuality and legality
 - o Adopted children
 - o Bullying and social injustice.
- 2- Exhibition of each group about these topics and the news found in this regard.
 - o News reading
 - o Exhibition of different points of views within the group
 - o Extensive debate with all the classroom
- 3- Keep the news and write down the contributions to the debate in a graphic document.
- 4- Debate on social prejudice.
 - o Through True or False Game, discuss statements in the classroom.

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Objectives after attending the performance:

- a. Find new information on the topics of the work mentioned above.
- b. Promote debate on the same topics, adolescence, relationships and identity basically.
- c. Address prejudice and discuss the importance of everyday language to other social groups.

Possible activities:

1- Debate on the subject :

- a. Make a list of the topics they think are addressed in the work.
- b. Opinion on how these topics are treated in our society and community, and what students think about them.
- c. Sharing of conclusions.

2- Discussions of each topic:

- a. Exhibition topics to discuss and order:
Family and friends relationships / Integration / Adoption / Sexual and affective relationships (freedom to speak or not) / Prejudices (collective / family) / Fears or warnings / Education as an integrative tool (improvements) / The language as an integrative tool / Social networks (Use, fears, masks)
- b. Group class discussion on a topic.
(Moderator required)
- c. Conclusion annotation.
(A secretary is required to do so).
- d. Presentation of ideas arising in the debate and presentation of conclusions

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Finally:

With this show of current issues, with a youthful tone which treats increasingly everyday and visible problems, we believe that it is possible to open **debates and dynamics** in order to speak and express fears, concerns and difficulties or conflicts that the youngsters are going through (In addition to the activities we propose)

We can focus discussions on reinforcing social aptitudes and/or offering an open space for taboo topics.

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FOR TEACHERS